

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Montessori Education Centre - Charter School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Montessori Education Centre Charter School  
2834 E. Southern Avenue, Mesa, AZ 85204

**Principal:** Mrs. Tamara Whiting  
**Schedule:** 8:00 AM to 4:00 PM  
**Web Address:** [www.montessorictr.org](http://www.montessorictr.org)  
**E-mail:** [mec@montessorictr.org](mailto:mec@montessorictr.org)

**Grades:** Pre-K-9  
**2002 Enrollment:** 227  
**Phone:** (480) 926-8375  
**Fax:** (480) 503-0515

## ∨ School Overview ∨

### Mission

Montessori Education Centre is located in southeast Mesa and provides Montessori education from Kindergarten through ninth grade. The Centre is committed to the development of the whole child through a well-rounded, individualized educational and developmental experience; improving the academic performance and attitudes of students; and nurturing an enduring lifelong love of learning. At the Centre, we strive to empower our students to live as strong and humane contributors to society.

### Organization and Philosophy

- w Montessori Curriculum
- w Montessori-trained Teachers
- w Multiage Classrooms
- w Developmentally Appropriate

### Instructional Programs

- w Private Preschool
- w Private All-day Kindergarten
- w Music Program
- w Individualized Instruction
- w Hands-on Integrated Curriculum
- w Drama Classes
- w Montessori Materials in Classrooms
- w Educational Field Trips

### School/Academic Goals

- w To assist students in mastering the Arizona Academic Standards in reading, writing, math, science and social studies at a level of at least 80%.
- w To teach broad themes that emphasize the connectedness of all life and the interconnectedness of all academic disciplines.
- w To support in each child a sense of personal meaning and responsibility for themselves, others and our world.
- w To support each student in becoming an independent, self-motivated, responsible and literate learner.

### Enrollment

October 1, 2001 School Year Student Enrollment:	325
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	220

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

**Council Composition**

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 10 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Curriculum Development
- w Extracurricular Activities
- w School Safety
- w Fund Raising
- w Playground Safety
- w Playground Improvements

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.50	Teacher	12.00
Other Professional Staff	2.50	Teacher Aide	16.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	1	0	0	1
7 to 9 years	2	1	0	5
10 or more years	0	2	0	1

∨ **Shared Responsibilities** ∨

**School**

Montessori Education Centre provides a quality education in a caring and safe environment. Our small class size and low student-to-adult ratio is designed to allow students to reach their highest potential. We hold Parent Nights to inform our parents about the Montessori method, daily schedules, homework support and we encourage parents to participate in the classroom activities as volunteers and observers.

**Parents**

Parents are responsible for understanding the school's procedures, education methods and philosophy; for ensuring regular and punctual school attendance; and for providing transportation and lunch. Parents are asked to volunteer 30 hours per year in school activities. Parents are extremely important in the Student-Teacher-Parent relationship in assisting the student's maximum growth by providing support at home.

∨ **Transportation Policy** ∨

We do not provide transportation to and from school. Transportation is provided by parents.



## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>w Reached goal of establishing a 13-to-1 student-teacher ratio. Each classroom has co-teachers or a lead teacher and a full-time assistant. We also have outdoor environments for each classroom.</p> | <p>w Implemented integrated program that assists students in feeling prepared and confident in taking the Stanford 9 Achievement Test.</p> |
| <p>w Montessori curriculum has been aligned with the Arizona Academic Standards in reading, writing, math, science and social studies.</p>   | <p>w Reached goal of providing each classroom (first through ninth grade) with a computer and software to aid in instruction.</p>          |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	0.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	0.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.1 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.9 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	0.0 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	0.0 %			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
American Montessori Society Affiliate	2002
Target Outstanding Schools Award	1999
A+ Community Impact Award from School Mate	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>32</b>	<b>548</b>	<b>0%</b>	<b>12%</b>	<b>38%</b>	<b>50%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>32</b>	<b>563</b>	<b>0%</b>	<b>9%</b>	<b>62%</b>	<b>28%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>32</b>	<b>539</b>	<b>3%</b>	<b>22%</b>	<b>38%</b>	<b>38%</b>
	State	59030	517	11%	27%	35%	27%

**Legend**

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

**Grade 5**

<b>Reading</b>	<b>School</b>	<b>21</b>	<b>534</b>	<b>10%</b>	<b>0%</b>	<b>52%</b>	<b>38%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>21</b>	<b>562</b>	<b>0%</b>	<b>14%</b>	<b>43%</b>	<b>43%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>21</b>	<b>541</b>	<b>0%</b>	<b>14%</b>	<b>19%</b>	<b>67%</b>
	State	61760	494	14%	40%	12%	34%

**Grade 8**

<b>Reading</b>	<b>School</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>
	State	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (-) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	100	50	60	--	--	--
2	Reading	--	--	--	93	77	50	93	73	52	85	67	53	55	69	57
	Language	--	--	--	93	62	40	93	58	43	90	47	44	60	58	48
	Mathematics	--	--	--	93	64	51	93	68	55	90	47	57	60	59	61
3	Reading	100	61	47	100	54	47	100	69	48	93	71	50	63	66	50
	Language	100	51	49	100	50	51	100	68	54	93	76	56	63	66	57
	Mathematics	100	59	46	100	43	49	100	74	52	93	71	54	63	66	56
4	Reading	78	75	53	89	68	54	100	67	54	100	81	55	55	66	55
	Language	78	73	47	89	51	49	100	51	48	100	67	50	55	49	50
	Mathematics	78	66	51	89	63	54	100	71	55	100	69	57	55	66	58
5	Reading	56	60	51	77	79	51	100	62	51	77	78	51	65	82	53
	Language	56	51	42	82	67	44	100	43	45	77	54	45	68	70	47
	Mathematics	56	50	51	82	74	54	100	78	55	77	69	57	68	82	59
6	Reading	93	70	53	71	53	54	76	76	53	100	74	54	67	79	56
	Language	93	60	41	71	35	44	76	64	44	100	60	45	67	68	47
	Mathematics	93	67	57	71	43	59	76	77	60	100	78	63	67	80	65
7	Reading	100	85	52	83	60	53	83	38	52	90	59	53	82	58	55
	Language	100	71	52	83	47	54	97	38	54	90	60	55	82	56	58
	Mathematics	100	63	53	83	30	55	83	31	56	90	72	58	82	48	60
8	Reading	83	61	54	67	74	54	94	52	53	100	49	55	91	63	56
	Language	83	32	46	67	59	49	94	31	49	100	49	50	91	50	52
	Mathematics	83	47	52	67	65	54	94	37	56	100	64	58	91	60	59
9	Reading	56	36	44	88	58	43	100	**	43	66	--	43	100	**	43
	Language	56	28	39	88	52	39	100	**	40	66	--	41	100	**	42
	Mathematics	44	--	57	88	67	57	100	**	59	66	--	61	100	**	62

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>74</b>	<b>96</b>
<b>Grades 3-4</b>	<b>91</b>	<b>82</b>
<b>Grades 4-5</b>	<b>78</b>	<b>89</b>
<b>Grades 5-6</b>	<b>90</b>	<b>90</b>
<b>Grades 6-7</b>	<b>*</b>	<b>*</b>
<b>Grades 7-8</b>	<b>*</b>	<b>*</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

**School-level Efforts to Ensure a Safe and Healthy Learning Environment**

Our Centre promotes a safe environment through teaching appropriate methods of conflict resolution. Children are treated with respect at all times and are taught to be respectful of those in their community. Individual and classroom peace are essential expectations and fundamental features of the Montessori curriculum. Our staff is trained in Teaching Tolerance. Additionally, we have staff trained through the Division of Emergency Management in Multi-Hazard Safety for Schools.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6)

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Stephanie Espinoza	(480) 926-8375	
<b>Transportation Policy</b>	Michelle Gruwell	(480) 926-8375	
<b>Community Resources</b>	Michelle Gruwell	(480) 926-8375	
<b>School Nutrition Programs</b>	NDS		
<b>Parent Organization</b>	Stephanie Espinoza	(480) 926-8375	
<b>Student Health/Nurse</b>	Michelle Gruwell	(480) 926-8375	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."